



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3022 W Campbell, Phoenix, AZ 85017

Alhambra Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Sandra Kennedy  
Schedule : 07:00 AM to 04:00 PM  
Grades : 4-8  
Web Address : n/a  
Phone Number : (602) 589-0110  
Fax Number : (602) 589-0140  
E-mail : skennedy@alhambra.k12.az.us

### Mission

We are committed to providing the skills necessary for all students to become lifelong learners and successful members of society. We use systematic assessment to measure student success and drive instruction. Students are engaged in their own learning by fostering an environment that is safe, cooperative, and relevant. Students have the opportunity for interventions that will assist them in attaining their goals and are encouraged, motivated, and held responsible to meet their potential.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Not Met

#### School Improvement Status (b)

2005-06 SI Year 2  
2004-05 SI Year 2  
2003-04 Year 2

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To continue to improve student achievement with special emphasis given to reading, mathematics and the writing process.
- ü To foster the traits of good character in our students.
- ü To increase parent and community participation and support during the school day, as well as, for after-school events.
- ü To maintain a positive, safe and caring learning environment for all our students.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1379  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 10

## Instructional Programs

- ü Sheltered English Immersion Program -SEI
- ü Character Counts Program
- ü On-site Special Education
- ü Computer Education (Technology)
- ü 7-8 Advanced Mathematics Program
- ü 7-8 Advanced Language Arts Program
- ü School Wide Title I Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

It is the school's responsibility to provide a safe and orderly learning environment, a challenging and meaningful curriculum, time and opportunity for all students to learn, and to foster regular and positive communication between the home and school.

### Parents

Parent responsibilities include ensuring that their child attends school on time, helping their child follow district and school rules, providing a quiet place for them to complete homework, and encouraging them to read at home.

## Transportation Policy

Bus transportation is authorized for special needs students who require transportation as indicated in their IEPs; students living within one mile of the school where hazardous routes exist and students who live one mile or more from school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Governor's Service Learning Award	2006
ü Excellence in Education Teacher Award	2005
ü Excellence in Education Teacher Award	2004
ü Blue Cross/Blue Shield Ageless Volunteer Hero Award	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	282	1679	80147	100	100	99	464	467	482	20	15	11	21	22	17	44	49	49	15	14	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	134	796	39281	100	100	99	465	469	483	19	13	9	23	22	17	43	50	50	15	15	24
Male	148	881	40780	100	100	98	463	466	482	22	17	12	20	22	17	44	48	48	15	14	24
African American	19	121	4249	100	100	99	442	458	464	53	20	17	11	25	22	21	45	48	16	11	13
Hispanic	239	1273	33494	100	99	99	463	464	466	18	16	15	23	23	23	46	49	49	13	12	14
Asian/Pacific Islander	NC	48	2103	NC	100	99	NC	501	515	NC	6	4	NC	8	8	NC	58	44	NC	27	45
American Indian/Alaskan Native	NC	49	4117	NC	100	96	NC	457	456	NC	18	19	NC	24	27	NC	47	46	NC	10	8
White	14	187	36122	100	99	99	483	487	501	21	10	5	14	14	10	29	49	50	36	27	35
Students with Disabilities	35	215	10295	95	95	92	424	428	443	57	41	33	17	30	26	17	26	33	9	3	8
Students without Disabilities	247	1464	69852	100	100	100	469	473	488	15	11	7	22	20	16	47	52	51	16	16	26
Limited English Proficient Students	153	722	12722	100	99	97	445	446	441	26	24	27	33	31	33	35	41	37	6	4	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	257	1423	38371	98	98	97	464	466	465	20	15	15	21	22	23	44	50	49	15	13	13
Non-Economically Disadvantaged	25	256	41776	100	100	100	457	476	498	20	14	6	28	20	11	40	43	49	12	23	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	282	1678	79686	100	100	98	443	451	470	25	20	11	32	30	24	39	45	57	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	134	796	39163	100	100	99	449	457	475	21	17	9	32	29	22	42	49	60	5	5	10
Male	148	880	40438	100	99	97	438	446	465	29	24	13	31	31	25	36	42	54	3	3	7
African American	19	121	4228	100	100	98	420	451	458	42	21	15	32	26	28	26	47	53	NA	5	4
Hispanic	239	1271	33299	100	99	98	443	447	452	25	22	17	32	32	32	38	43	47	5	3	3
Asian/Pacific Islander	NC	48	2097	NC	100	99	NC	469	490	NC	10	5	NC	23	13	NC	60	68	NC	6	14
American Indian/Alaskan Native	NC	49	4087	NC	100	96	NC	440	446	NC	24	16	NC	35	38	NC	37	44	NC	4	2
White	14	188	35914	100	99	98	464	477	489	14	10	5	29	23	15	50	57	67	7	11	14
Students with Disabilities	35	214	9808	95	94	87	411	408	432	63	57	35	14	26	32	23	17	30	NA	NA	3
Students without Disabilities	247	1464	69878	100	100	100	448	457	475	20	15	8	34	31	23	41	49	61	5	5	9
Limited English Proficient Students	153	720	12594	100	99	96	421	423	422	37	35	34	39	42	45	24	23	21	1	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	257	1422	38095	98	98	97	443	449	452	25	21	17	31	31	32	40	45	48	4	3	3
Non-Economically Disadvantaged	25	256	41591	100	100	99	445	463	486	24	17	6	40	26	16	32	48	65	4	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	283	1681	80372	100	100	99	443	453	475	8	7	4	47	43	30	45	48	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	134	796	39452	100	100	99	455	466	488	5	5	3	42	35	22	53	58	72	NA	1	3
Male	149	883	40836	100	100	98	433	441	464	11	9	6	52	51	37	38	39	56	NA	0	1
African American	19	120	4264	100	100	99	384	445	465	26	8	5	63	50	35	11	42	59	NA	NA	1
Hispanic	240	1276	33608	100	100	99	445	450	462	8	8	6	46	44	36	47	48	57	NA	0	1
Asian/Pacific Islander	NC	47	2098	NC	100	99	NC	475	500	NC	2	2	NC	36	16	NC	55	75	NC	6	7
American Indian/Alaskan Native	NC	50	4128	NC	100	97	NC	448	464	NC	8	4	NC	54	39	NC	38	56	NC	NA	1
White	14	187	36213	100	99	99	468	472	489	NA	4	2	43	36	22	57	58	72	NA	2	3
Students with Disabilities	36	218	10526	97	96	94	386	401	427	28	22	15	50	61	53	22	16	31	NA	0	1
Students without Disabilities	247	1463	69846	100	100	100	451	460	482	5	5	3	47	41	26	48	53	69	NA	1	2
Limited English Proficient Students	154	724	12747	100	99	97	423	427	432	12	13	12	61	56	52	27	30	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	257	1422	38521	98	98	98	445	452	461	7	7	6	49	45	38	44	47	55	NA	1	1
Non-Economically Disadvantaged	26	259	41851	100	100	100	427	457	489	19	10	3	31	34	22	50	54	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	264	1617	79306	99	99	99	490	489	504	19	19	13	22	24	20	47	46	49	13	12	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	124	765	38845	100	100	99	498	490	505	10	16	11	23	25	20	52	48	50	14	11	18
Male	139	848	40383	98	98	98	483	488	504	26	21	14	20	22	19	42	44	47	12	12	19
African American	17	119	4171	100	98	98	464	477	485	47	29	20	18	24	26	24	41	44	12	7	10
Hispanic	225	1217	32673	99	99	99	492	486	487	17	19	18	22	25	25	48	46	46	13	10	10
Asian/Pacific Islander	NC	39	2147	NC	100	99	NC	525	539	NC	8	5	NC	18	10	NC	41	46	NC	33	40
American Indian/Alaskan Native	NC	52	4034	NC	100	97	NC	487	479	NC	13	22	NC	31	29	NC	50	43	NC	6	7
White	11	188	36234	100	99	99	483	508	523	18	15	6	18	14	13	55	48	52	9	23	28
Students with Disabilities	35	197	10286	97	95	91	441	443	462	57	57	41	23	25	27	20	16	27	NA	2	5
Students without Disabilities	229	1420	69020	100	100	100	497	495	510	13	13	9	21	24	18	51	50	52	15	13	21
Limited English Proficient Students	100	535	10291	98	98	96	461	459	458	41	37	38	23	32	34	33	30	26	3	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	241	1375	37437	98	98	97	490	485	486	19	20	19	20	25	26	48	45	46	13	10	9
Non-Economically Disadvantaged	23	242	41869	100	100	100	487	506	521	17	14	7	35	16	14	35	50	51	13	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	264	1617	79000	99	99	98	469	472	489	17	18	10	30	29	24	50	50	58	2	4	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	124	765	38774	100	100	99	479	476	494	10	13	7	28	31	22	60	52	61	2	4	10
Male	139	848	40150	98	98	98	461	468	485	24	22	12	32	27	25	42	48	55	2	4	8
African American	17	119	4153	100	98	98	459	469	476	35	26	13	18	22	30	41	47	53	6	5	4
Hispanic	225	1217	32508	99	99	98	469	468	472	17	18	15	31	31	33	51	48	49	1	2	3
Asian/Pacific Islander	NC	39	2142	NC	100	99	NC	492	510	NC	10	4	NC	21	14	NC	54	67	NC	15	16
American Indian/Alaskan Native	NC	52	4016	NC	100	96	NC	477	467	NC	8	14	NC	40	37	NC	52	46	NC	NA	2
White	11	188	36135	100	99	98	485	492	508	9	11	4	18	20	14	55	59	67	18	10	15
Students with Disabilities	35	197	9991	97	95	88	431	429	449	49	56	33	31	27	36	20	16	29	NA	1	2
Students without Disabilities	229	1420	69009	100	100	100	475	478	495	13	12	6	30	29	22	55	54	62	3	4	10
Limited English Proficient Students	100	535	10199	98	98	95	440	439	439	39	36	35	41	45	47	19	18	18	1	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	241	1375	37234	98	98	97	469	469	472	17	18	15	29	31	33	51	48	50	2	3	3
Non-Economically Disadvantaged	23	242	41766	100	100	99	471	487	505	17	14	5	35	21	16	39	57	65	9	7	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	264	1612	79611	99	99	99	468	472	496	12	11	7	51	51	37	37	38	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	124	762	39016	100	99	99	493	487	511	4	7	4	40	44	29	56	49	66	NA	0	1
Male	139	846	40519	98	98	98	446	459	482	19	15	10	60	57	44	21	28	46	NA	NA	0
African American	17	121	4188	100	100	98	420	462	486	29	15	9	35	45	40	35	40	50	NA	NA	0
Hispanic	225	1211	32855	99	98	99	471	470	481	12	12	10	51	53	43	38	36	47	NA	NA	0
Asian/Pacific Islander	NC	38	2149	NC	97	100	NC	497	519	NC	8	4	NC	37	24	NC	55	70	NC	NA	2
American Indian/Alaskan Native	NC	52	3992	NC	100	96	NC	478	478	NC	8	10	NC	54	46	NC	38	44	NC	NA	0
White	11	188	36380	100	99	99	455	486	511	9	7	4	73	47	30	18	46	65	NA	1	1
Students with Disabilities	35	200	10664	97	96	94	404	411	440	34	36	23	60	56	54	6	9	22	NA	NA	1
Students without Disabilities	229	1412	68947	100	99	100	477	480	504	9	8	4	49	51	34	42	42	61	NA	0	1
Limited English Proficient Students	100	531	10362	98	97	97	422	431	438	29	24	22	58	62	57	13	14	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	241	1370	37626	98	98	98	470	470	479	12	12	10	49	52	45	39	36	45	NA	0	0
Non-Economically Disadvantaged	23	242	41985	100	100	100	446	480	511	9	9	4	70	46	30	22	45	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	283	1646	79327	100	100	98	490	505	518	29	24	19	27	24	20	40	43	46	4	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	808	38961	99	100	98	490	507	520	29	21	16	23	23	20	44	48	48	3	9	16
Male	139	835	40295	100	100	97	490	502	516	29	26	21	31	25	19	35	38	44	4	10	16
African American	21	114	4247	100	99	98	480	497	499	38	30	27	19	21	24	43	43	41	NA	6	8
Hispanic	231	1249	32327	100	100	98	490	501	499	29	25	27	28	26	25	39	42	41	3	8	8
Asian/Pacific Islander	NC	43	1939	NC	98	99	NC	541	556	NC	9	6	NC	12	10	NC	53	47	NC	26	36
American Indian/Alaskan Native	NC	54	4391	NC	100	96	NC	502	489	NC	28	32	NC	22	27	NC	41	36	NC	9	4
White	18	183	36373	100	100	98	511	530	538	22	13	10	22	17	14	39	51	52	17	19	25
Students with Disabilities	36	198	9321	100	97	87	450	460	467	75	61	54	14	21	22	8	17	21	3	2	3
Students without Disabilities	247	1448	70006	100	100	100	496	510	524	23	19	14	29	24	19	45	47	49	4	10	18
Limited English Proficient Students	118	531	9431	98	99	95	463	469	466	49	45	53	31	32	27	19	22	18	NA	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	264	1405	37097	99	98	97	490	502	498	29	24	27	27	25	25	41	43	41	3	8	7
Non-Economically Disadvantaged	19	241	42230	100	100	99	491	519	535	37	20	11	21	18	15	26	45	50	16	16	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	283	1645	79501	100	100	98	469	479	497	20	18	10	37	32	25	42	49	60	0	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	808	39062	99	100	99	471	485	502	22	15	8	33	31	23	46	52	64	NA	2	5
Male	139	834	40368	100	100	98	467	474	491	19	20	13	42	34	27	38	45	57	1	1	3
African American	21	113	4279	100	98	99	466	479	485	24	18	14	43	33	30	33	47	54	NA	3	2
Hispanic	231	1248	32389	100	100	98	468	475	478	21	19	16	37	34	34	42	46	48	0	1	1
Asian/Pacific Islander	NC	43	1936	NC	98	99	NC	506	519	NC	9	3	NC	12	14	NC	72	73	NC	7	9
American Indian/Alaskan Native	NC	54	4401	NC	100	96	NC	477	473	NC	17	17	NC	39	40	NC	41	43	NC	4	1
White	18	184	36446	100	100	99	482	503	516	17	10	4	22	21	15	61	65	73	NA	5	7
Students with Disabilities	36	199	9411	100	97	88	421	437	453	75	55	36	19	30	36	6	15	26	NA	1	1
Students without Disabilities	247	1446	70090	100	100	100	476	484	502	13	12	7	40	33	24	47	53	65	0	2	5
Limited English Proficient Students	118	530	9401	98	98	94	441	444	443	42	41	40	44	42	46	14	16	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	264	1403	37183	99	98	97	468	476	479	20	18	16	37	33	34	42	48	49	0	1	1
Non-Economically Disadvantaged	19	242	42318	100	100	99	483	493	513	21	15	5	37	28	17	42	52	70	NA	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	283	1644	80000	100	100	99	535	542	564	5	6	3	17	16	11	76	72	75	1	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	808	39288	99	100	99	543	558	579	4	5	2	16	10	6	78	75	77	1	10	16
Male	139	833	40644	100	100	98	526	527	549	6	7	4	18	21	15	74	68	74	1	4	7
African American	21	114	4307	100	99	99	507	536	551	19	6	4	5	18	13	76	71	75	NA	4	7
Hispanic	231	1249	32672	100	100	99	537	538	548	4	7	4	18	17	14	77	71	76	1	6	6
Asian/Pacific Islander	NC	43	1945	NC	98	99	NC	556	592	NC	5	1	NC	9	4	NC	74	69	NC	12	25
American Indian/Alaskan Native	NC	53	4424	NC	100	97	NC	564	549	NC	2	3	NC	11	14	NC	83	77	NC	4	5
White	18	182	36602	100	99	99	550	569	579	NA	3	2	22	9	7	72	72	75	6	15	16
Students with Disabilities	36	198	9919	100	97	93	485	479	505	14	20	9	44	37	35	42	42	54	NA	1	2
Students without Disabilities	247	1446	70081	100	100	100	541	550	571	4	4	2	13	13	7	81	76	79	2	8	12
Limited English Proficient Students	118	532	9571	98	99	96	500	496	502	12	14	10	27	29	29	61	56	60	NA	1	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	264	1402	37534	99	98	98	534	540	547	5	6	4	17	16	15	78	73	76	1	6	5
Non-Economically Disadvantaged	19	242	42466	100	100	100	542	553	578	11	7	2	21	15	7	58	65	75	11	13	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	257	1528	78546	98	99	97	516	529	543	26	20	15	27	22	18	43	50	52	4	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	125	770	38645	98	99	98	517	530	545	22	17	13	30	24	18	43	51	54	5	8	15
Male	132	754	39792	99	100	97	516	528	542	30	24	17	24	19	17	43	48	50	3	10	15
African American	15	104	4205	100	98	97	491	522	524	47	21	22	27	26	22	20	43	49	7	10	7
Hispanic	216	1136	31177	99	100	97	517	526	524	25	21	22	28	22	23	44	50	48	3	7	7
Asian/Pacific Islander	NC	47	1940	NC	98	99	NC	565	580	NC	9	5	NC	19	9	NC	49	53	NC	23	33
American Indian/Alaskan Native	NC	45	4689	NC	100	95	NC	533	515	NC	13	28	NC	36	25	NC	42	43	NC	9	4
White	15	194	36450	94	99	97	515	545	563	40	16	7	13	15	12	40	53	57	7	16	23
Students with Disabilities	21	172	8093	100	98	82	471	481	489	67	59	50	24	22	24	10	17	23	NA	1	2
Students without Disabilities	236	1356	70453	98	100	100	520	535	549	22	15	11	28	22	17	46	54	56	4	10	16
Limited English Proficient Students	103	478	9323	96	98	94	489	495	491	48	40	47	34	31	28	18	28	24	NA	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	232	1271	34694	98	98	96	515	525	524	26	21	23	28	23	23	43	49	48	3	7	7
Non-Economically Disadvantaged	25	257	43852	100	100	99	532	549	559	24	15	10	20	18	13	44	51	56	12	17	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	257	1529	79045	98	100	98	484	494	512	23	18	10	33	32	25	44	47	58	NA	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	125	769	38860	98	99	98	486	500	519	21	14	7	34	30	22	46	52	62	NA	5	8
Male	132	756	40075	99	100	97	482	487	505	25	21	12	32	33	28	43	43	54	NA	3	6
African American	15	104	4250	100	98	98	478	495	500	27	18	12	40	28	31	33	50	54	NA	4	3
Hispanic	216	1136	31314	99	100	98	483	489	493	22	19	16	34	33	34	44	45	48	NA	3	2
Asian/Pacific Islander	NC	47	1949	NC	98	99	NC	516	536	NC	4	4	NC	32	15	NC	53	66	NC	11	15
American Indian/Alaskan Native	NC	45	4719	NC	100	96	NC	489	489	NC	16	15	NC	36	39	NC	47	45	NC	2	2
White	15	195	36730	94	99	98	487	515	532	40	11	4	7	24	16	53	57	68	NA	8	12
Students with Disabilities	21	173	8552	100	98	87	440	447	463	67	51	35	24	38	40	10	10	23	NA	1	1
Students without Disabilities	236	1356	70493	98	100	100	487	499	517	19	13	7	33	31	24	47	52	62	NA	4	8
Limited English Proficient Students	103	478	9355	96	98	95	456	455	456	41	40	37	45	46	48	15	14	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	232	1271	34922	98	98	96	482	490	493	23	18	15	35	34	34	42	45	48	NA	2	3
Non-Economically Disadvantaged	25	258	44123	100	100	99	501	511	527	20	14	6	12	21	18	68	56	66	NA	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	257	1529	79657	98	100	99	530	551	566	10	6	3	14	12	8	75	81	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	125	771	39120	98	99	99	545	564	580	6	4	2	12	8	4	82	87	92	NA	1	2
Male	132	754	40423	99	100	98	516	537	553	14	7	5	17	17	12	69	76	83	NA	0	1
African American	15	106	4290	100	100	99	480	553	560	33	8	4	13	7	9	53	84	86	NA	1	1
Hispanic	216	1137	31642	99	100	99	533	547	552	9	6	5	13	13	11	77	81	84	NA	1	0
Asian/Pacific Islander	NC	47	1948	NC	98	99	NC	568	589	NC	2	1	NC	13	3	NC	81	91	NC	4	4
American Indian/Alaskan Native	NC	44	4760	NC	98	97	NC	561	547	NC	2	5	NC	9	14	NC	89	81	NC	NA	0
White	15	193	36929	94	98	99	515	567	579	7	2	2	33	13	5	60	83	91	NA	2	2
Students with Disabilities	21	174	9069	100	99	92	458	491	508	24	16	11	43	44	30	33	40	58	NA	NA	1
Students without Disabilities	236	1355	70588	98	100	100	536	557	573	9	4	2	12	8	5	79	87	91	NA	1	1
Limited English Proficient Students	103	479	9521	96	99	96	488	503	507	20	15	13	29	27	24	50	59	63	NA	0	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	232	1271	35341	98	98	97	528	548	551	10	6	5	15	13	12	75	81	83	NA	0	0
Non-Economically Disadvantaged	25	258	44316	100	100	100	553	565	578	8	4	2	12	11	5	80	83	90	NA	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	286	1549	78400	100	100	97	524	537	554	34	30	21	33	24	19	29	38	47	4	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	736	38686	100	100	98	528	540	554	30	27	20	33	25	20	34	41	49	3	7	12
Male	147	811	39636	100	100	96	521	535	554	37	32	23	33	24	18	24	36	46	5	8	13
African American	12	116	4193	100	100	97	489	523	533	67	42	32	25	22	23	8	30	40	NA	5	5
Hispanic	248	1151	30732	100	100	97	526	534	534	33	31	31	34	26	24	29	38	40	4	5	5
Asian/Pacific Islander	NC	38	1827	NC	100	99	NC	574	594	NC	16	8	NC	21	12	NC	45	49	NC	18	31
American Indian/Alaskan Native	NC	50	4536	NC	98	95	NC	537	528	NC	30	35	NC	24	25	NC	40	37	NC	6	4
White	13	192	37038	93	100	97	537	561	575	15	19	11	38	15	14	38	46	56	8	20	19
Students with Disabilities	24	175	7840	100	100	81	472	480	498	88	76	60	13	13	18	NA	11	20	NA	NA	2
Students without Disabilities	262	1374	70560	100	100	99	529	544	560	29	24	17	35	26	19	32	42	50	4	8	14
Limited English Proficient Students	86	439	8956	100	98	95	496	505	502	58	52	56	35	31	25	7	16	18	NA	0	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	268	1261	33014	99	98	95	525	534	534	33	30	31	34	26	24	29	38	40	4	5	5
Non-Economically Disadvantaged	18	288	45386	100	100	99	518	553	569	39	27	15	22	16	15	39	41	52	NA	17	18

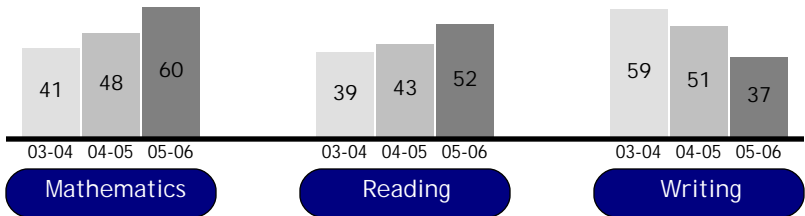
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	289	1551	79179	100	100	98	490	500	519	20	17	11	44	37	27	34	43	58	2	3	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	735	38974	100	100	99	496	507	524	17	13	8	41	34	25	41	49	61	1	3	5
Male	150	814	40124	100	100	97	485	495	513	23	21	13	47	39	28	28	38	54	2	2	4
African American	12	116	4243	100	100	98	470	497	506	58	20	14	17	39	32	25	38	51	NA	3	3
Hispanic	250	1153	30987	100	100	98	488	495	498	19	18	17	47	40	36	33	41	45	1	1	1
Asian/Pacific Islander	NC	38	1832	NC	100	99	NC	527	543	NC	5	4	NC	37	17	NC	45	69	NC	13	10
American Indian/Alaskan Native	NC	50	4573	NC	98	96	NC	499	494	NC	28	16	NC	20	41	NC	50	42	NC	2	1
White	14	192	37467	100	100	98	528	528	539	14	13	5	29	18	17	43	61	70	14	8	8
Students with Disabilities	27	178	8567	100	100	88	445	450	467	56	56	39	44	35	38	NA	10	22	NA	NA	1
Students without Disabilities	262	1373	70612	100	100	99	495	507	524	16	12	7	44	37	25	38	48	62	2	3	5
Limited English Proficient Students	86	438	9013	100	97	95	456	462	461	42	38	40	50	53	48	8	10	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	268	1260	33345	99	98	96	491	496	499	18	17	17	46	39	36	35	42	46	1	2	1
Non-Economically Disadvantaged	21	291	45834	100	100	99	482	518	533	43	16	7	24	26	19	29	51	67	5	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	289	1556	79734	100	100	99	513	530	554	6	5	3	42	32	19	52	63	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	138	740	39243	100	100	99	525	545	568	4	3	2	29	23	12	67	74	85	NA	NA	1
Male	150	814	40413	100	100	98	502	516	541	7	7	4	55	40	26	38	53	70	NA	NA	0
African American	12	116	4285	100	100	99	432	521	548	33	8	3	50	35	22	17	57	74	NA	NA	0
Hispanic	250	1156	31254	100	100	99	515	527	539	4	5	5	45	34	25	51	61	70	NA	NA	0
Asian/Pacific Islander	NC	38	1837	NC	100	99	NC	559	579	NC	3	1	NC	11	9	NC	87	87	NC	NA	2
American Indian/Alaskan Native	NC	51	4613	NC	100	97	NC	527	535	NC	2	4	NC	31	29	NC	67	67	NC	NA	0
White	14	193	37668	100	100	99	536	548	569	7	3	1	21	22	13	71	75	85	NA	NA	1
Students with Disabilities	27	177	8943	100	100	92	460	470	495	15	15	11	78	66	51	7	19	38	NA	NA	1
Students without Disabilities	262	1379	70791	100	100	100	519	537	561	5	4	2	39	28	15	56	69	83	NA	NA	0
Limited English Proficient Students	86	439	9138	100	98	97	471	484	492	15	13	13	65	56	46	20	31	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	268	1265	33718	99	98	97	515	528	538	5	5	5	42	33	26	53	62	69	NA	NA	0
Non-Economically Disadvantaged	21	291	46016	100	100	100	488	537	567	19	7	2	48	27	14	33	66	84	NA	NA	1

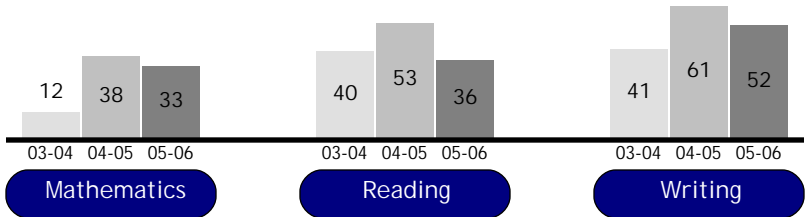
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	94	35	NA	56	97	33	37	48	99	32	37	52
	Language	95	42	50	52	97	38	40	49	99	34	39	52
	Mathematics	95	58	65	61	100	42	45	53	99	44	48	58
5	Reading	94	41	NA	55	98	31	38	50	99	39	41	56
	Language	96	46	51	49	98	35	41	50	99	37	41	54
	Mathematics	97	61	65	63	100	34	40	49	99	39	39	52
6	Reading	92	40	NA	56	98	39	43	51	100	34	43	56
	Language	93	36	45	48	98	38	41	47	100	28	39	50
	Mathematics	91	59	66	66	99	46	46	52	100	34	46	58
7	Reading	86	54	NA	54	99	39	40	50	97	34	39	54
	Language	89	55	56	58	99	45	45	52	97	41	46	58
	Mathematics	89	57	60	62	99	41	42	50	97	37	43	54
8	Reading	85	47	NA	55	99	39	41	51	100	35	44	58
	Language	87	48	50	52	99	42	45	50	100	41	46	56
	Mathematics	80	61	60	61	100	40	44	53	100	39	46	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

2 School Administrator(s)  
 2 Non-certified Employee(s)  
 8 Teacher(s)  
 10 Parent(s)  
 3 Community Member(s)  
 8 Student(s)

## Council Duties

Ü School Safety Issues  
 Ü Budget/Curriculum Issues  
 Ü Student Discipline  
 Ü Parent/Educator Relations  
 Ü School/Business/Community Partnerships  
 Ü Extracurricular Activities

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	66.00
Other Professional Staff	3.00	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	3	0	0
4 to 6 years	10	5	0	0
7 to 9 years	4	4	0	0
10 or more years	5	20	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	189
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	6%

## Resources Available at School Site

## Special Facilities

Ü eMac Computers in All Classrooms	Ü Music and Band Classrooms
Ü 29 SMART Boards in Classrooms	Ü Two eMac Computer Labs

## Extracurricular Activities

Ü National Junior Honor Society	Ü After School Tutoring
Ü Student Council	Ü Cheerleading
Ü Extended Library Hours/Rise & Read	Ü Latin Dance Group
Ü Intramural Sports	Ü Second Cup of Coffee for Parents

## Social Services

Ü School Community Council	Ü Market Day
Ü Parent/Teacher Booster Club	Ü Community Clothing Closet
Ü Health Services	Ü Parent Volunteer Program
Ü Breakfast Program	Ü Community ESL/Parenting Classes

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Fourteen eighth grade students received one year of high school algebra credit as a result of passing the Phoenix Union High School District Integrated Algebra Qualifying Test (IAPT.)
- ü Twenty-four Granada East teachers have been recipients of the Alhambra School District Excellence in Education Award. This prestigious award is given to teachers whose students have shown continuous academic growth.
- ü Granada East was recognized as one of 12 schools in the state who "Beat the Odds" for 8th grade math achievement.
- ü For the 2005-2006 school year, Granada East was labeled a Performing School.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Granada East School supports a safe and orderly environment with a consistent uniform policy, a School Resource Officer, a closed campus and the Character Counts! program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Sandy Kennedy/Pam Cadd	(602) 589-0110
Transportation Policy	Sandy Kennedy/Pam Cadd	(602) 589-0110
Community Resources	Sandy Kennedy/Pam Cadd	(602) 589-0110
School Nutrition Programs	Shelly Brandt	(602) 589-0110
Parent Organization	Sandy Kennedy/Pam Cadd	(602) 589-0110
Student Health/Nurse	Cayla Rockwell	(602) 589-0110

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 1357 Copies = \$528.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.